

Preliminary PK-3 ECE Specialist Instruction Program-Specific Preconditions Evidence Guide

The seven program-specific preconditions below require specific evidence to demonstrate compliance. This document includes the required evidence to demonstrate compliance with these Preconditions. Please note that the Commission accepts authentic program documentation that demonstrates the equivalent to the evidence required.

PRECONDITION	EVIDENCE REQUIRED
<p>(1) Limitation on Student Teaching Prerequisites.</p> <p>No college or university shall require candidates to complete more than the equivalent of nine semester units of credential preparation courses prior to allowing candidates to enroll in student teaching in a preschool or elementary classroom. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of effective methods of English Language Skills as required by Program Precondition 2.</p> <p><i>Reference: Education Code Section 44320 (a).</i></p>	<p><i>For District Intern only programs: a response is not required.</i></p> <p>Link to course sequence within a handbook, website, or other authentic program documentation that shows that no more than nine semester units (or twelve with EL instruction) of credential preparation courses are completed before candidates begin student teaching* experiences in a classroom or school.</p> <p><i>Clarification of Program Precondition 1</i></p> <p>*Student Teaching, for the purposes of this Precondition, is defined as program-coordinated experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.</p>

PRECONDITION	EVIDENCE REQUIRED
<p>(2) English Language Skills. In each program of professional preparation, candidates demonstrate knowledge of methods of developing English language skills including those for whom English is a second language, in accordance with the Commission's standards and performance expectations. The program includes the study of effective means of teaching literacy, in accordance with 44259 (b)(4)(A) and (B). <i>Reference: Education Code Section 44259 (b)(4)(A) and (B).</i></p>	<p>For currently approved PK-3 Credential programs submitting preconditions in years 1 and 4 of the accreditation cycle: Link to course sequence within a handbook, website, or other authentic program documentation that shows when and how candidates will learn and demonstrate knowledge required in Education Code Sections 44259 (b) (4) (A) and (B). <i>For institutions working on an Initial Institutional Approval (IIA) or Initial Program Review (IPR) program proposal:</i> Information on this precondition will be included in the submission for Program Standard 7 and TPE 7. No further evidence is required.</p>
<p>(3) Undergraduate Student Enrollment. Professional preparation, including student teaching, shall be made available in the upper division course offerings at all California public institutions of higher education. <i>Reference: Education Code Section 44320 (a).</i></p>	<p><u>Response required only for UC/CSU</u> Link within a handbook, program website, or other authentic program documentation that indicates this policy. Clarification of Program Precondition 3 Program Precondition 3 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.</p>

PRECONDITION	EVIDENCE REQUIRED
<p>(4) Assessing Candidates for Subject Matter Competence. The program sponsor has a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement. This process includes:</p> <ul style="list-style-type: none"> • Providing candidates with clear and accurate information in all advising and application materials about all options available to demonstrate subject matter competence, for the PK-3 Early Childhood Education Specialist Instruction credential. • Within the first 60 days of the candidate’s admission, the institution must complete an assessment of each candidate’s standing in relation to demonstration of the subject matter competence requirement and notify candidates of that standing. 	<ol style="list-style-type: none"> 1. Link within a handbook, website, or other authentic program documentation that indicates how candidates are provided with clear and accurate information about both options available to demonstrate subject matter competence. This evidence may be within any current authentic candidate materials where requirements are listed. 2. Evidence of the program’s process for completing the assessment and providing candidates with notification of their standing in relation to meeting the subject matter competence requirement within 60 days of their admission to the program. This notification should include reference to how the candidate has completed the requirement or next steps to completion.
<p>(5) Demonstration of Subject Matter Competence. The approved PK-3 Early Childhood Education Specialist Instruction credential preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting. Candidates may meet the subject matter competence requirement through one of the following two options:</p> <ol style="list-style-type: none"> A. Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, or a similar major. B. Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development. 	<p>Link to tracking materials, checklists, or other authentic program documentation that shows how the program assures that each candidate has demonstrated subject matter proficiency before being given daily whole class instructional responsibilities. The evidence should be clear about when in the program demonstration of subject matter occurs.</p>

PRECONDITION	EVIDENCE REQUIRED
<p>(6) Completion of Requirements. A college or university or school district that operates a program for the PK-3 Early Childhood Education Specialist Instruction credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential including but not limited to:</p> <ul style="list-style-type: none"> • Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education. • Completion of the subject matter requirement • Passage of the Reading Instruction Competence Assessment (RICA) or a Commission approved literacy performance assessment for early childhood education. • Completion of a Commission approved preparation program • Passage of a Commission approved teaching performance assessment for multiple subjects in a PK-3 setting, or passage of a commission approved teaching performance assessment for early childhood education. 	<p>Link to evidence (tracking materials, checklists, or other authentic program documentation) that shows the tracking process followed by the program to assure that each candidate has completed each legal requirement of the credential. If this credential recommendation tracking process is housed in an internal database, screenshots of the process can be provided.</p>

PRECONDITION	EVIDENCE REQUIRED
<p>(7) Professional Preparation Program Equivalency for Clinical Practice.* Commission approved professional preparation programs for the PK-3 Early Childhood Specialist Instruction credential shall recognize and grant equivalency for prior experience, as follows, and shall develop a clearly articulated process for granting such equivalency.</p> <p>PK-3 Early Childhood Education Specialist Instruction Credential candidates who meet both the requirements outlined in subsections (A) and (B) below shall be granted equivalence for at least 200 hours of the required clinical practice experience in a preschool (PK) or transitional kindergarten (TK) setting and may be granted equivalence for an additional 200 total hours of the required clinical practice experience in a PK or TK setting within the program of professional preparation. Such candidates must complete all other program requirements, including a clinical practice experience of at least 200 hours in a K-3 setting.</p> <p>(A) Either hold a valid Child Development Permit at the Teacher level or higher or verify employment as a lead teacher in a Head Start program or a childcare and development center serving preschool-aged children.</p> <p style="text-align: center;">AND</p> <p>(B) Verify six (6) years or more of satisfactory, full-time teaching experience as a lead teacher in a public or private center-based childcare and development program serving preschool-aged children that is either a license-exempt childcare and development center pursuant to California Health and Safety Code section 1596.792(o) or holds a license as defined in section 101152(l)(1), Article 1, Chapter 1, Division 12, of Title 22. Satisfactory teaching experience shall be verified by the public or private center-based childcare and development center.</p> <p>*The text of this Precondition continues below.</p>	<ol style="list-style-type: none"> 1. Link to professional preparation program equivalency information within a handbook, website, or other authentic program documentation explaining the equivalency requirement for candidates and prospective candidates. This information should include eligibility requirements, a clear definition of what qualifies as full-time teaching experience, how the program allocates equivalency for candidates who have more than 6 years full-time lead teacher experience in early childhood and a list of acceptable documents. 2. Description of the clearly articulated process the program follows for granting equivalency, including submission, evaluation, verification of equivalency documents, and the individual, by position title, responsible for verifying this requirement is met.

PRECONDITION	EVIDENCE REQUIRED
<p>(7) Professional Preparation Program Equivalency for Clinical Practice continued</p> <p>Verification shall include a statement by the employer confirming that the teacher’s performance was rated satisfactory or better in the following areas (must include all):</p> <ul style="list-style-type: none"> • The use of developmentally appropriate teaching strategies for preschool-aged children. • The ability to establish and maintain developmentally appropriate standards and expectations for student behavior. • A demonstration of deep knowledge of the early literacy, early mathematics, and other preschool subjects, and the use of developmentally appropriate teaching and learning approaches that engage students and promote student understanding. • An ability to plan and implement a sequence of appropriate learning activities, both teacher and child initiated. • An ability to evaluate and assess student learning outcomes. • An ability to communicate effectively with young children and their families/guardians. 	<p>Please see page above for evidence required to address this Precondition.</p>